**Focusing on Warrants**

from Smith, Michael, Jeffrey Wilhelm, and James Fredricksen. 2012. *Oh Yeah!: Putting Argument to Work Both in School and Out.* Portsmouth, NH: Heinemann.

Many arguments proceed with unstated warrants so it makes sense that students have difficulty with warrants. The authors of *Oh, Yeah!* engage students in arguments that are hinged almost entirely on providing warrants, such as comparison shopping. The data is clear in car shopping - price, estimated mpg, insurance costs. The value you place on this data determines your choice of car to buy. Does fuel economy matter more than original purchase price? Does a longer warranty matter more than quality interior spaces? The answers to these questions are warrants.

Each group of four students can debate one product that kids care about, like computers tablets, cell phones, headphones. Select two products that seem to be of similar quality and share information about them from a comparison website like *Consumer Reports.* Debaters take turns speaking, for up to two minutes, on why to buy one product over another. After the debates, the audience selects a winner and explains their reasoning.

(The Hillocks one minute mysteries which call for evaluating the significance of evidence could be used here.)